



# **Handbook for Doctoral Supervisors**

**2024/25**

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## Handbook for Doctoral Supervisors 2024-25

The Graduate School has been in existence for 13 years, and over this time all those involved have been successful in establishing consistency and high expectations across the university. During this time, the percentage of theses submitted within registration periods has risen from below 50% to over 75%. One of the benefits is that the university is now eligible to take part in UKRI funded schemes for doctoral funding, and we have so far welcomed six cohorts of doctoral researchers as part of the *technē* AHRC Doctoral Training Partnership.

The Graduate School has had great successes over the last few years in providing infrastructure to support students and give them the best possible experience. In 2020 we successfully applied for QHT funding to support 10 studentships per year for three years, and we welcomed our first cohort funded through this in September 2020. The final cohort who are part of this funding started in September 2022. The Graduate School has secured a continuation of this funding from QHT, and the next cohort of QHT funded students will begin their degrees in the autumn of 2024. Via the [Globally Engaged Research scheme](#), we have been able to give financial support which enables students to present at national and international conferences and to attend training workshops. Research students can also apply for up to £1,500 to put on conferences, seminars and other research events. In the autumn of 2020, we were very proud to begin hosting the [Professor Geoffrey Petts Memorial Fund](#) in the Graduate School. The fund supports research students through covering costs incurred by fieldwork and research equipment.

Director of studies are key in the support of research students and in making sure they have the best possible experience. This became particularly apparent during the Covid pandemic, when contact with and support from supervisors was so vital to research students' progress and wellbeing.

Supervising doctoral researchers can be one of the most exciting and rewarding parts of an academic's job, but it also requires a serious commitment on the part of the supervisor. The graduate School is committed to supporting Director of Studies in their important role.

This handbook is designed to help make your supervisor's experience as successful and rewarding as possible while ensuring the quality and consistency of the experience of our doctoral students. It sets out the expectations for supervisors, gives updates on the work of the Graduate School and the regulations for doctoral students, and provides links to various places where additional useful information can be found.

This handbook provides:

- an overview of the role of the Director of Studies
- information on training and development opportunities for Directors of Studies and guidance on where information useful to supervisors can be found

- an update for Director of Studies on the role and work of the Graduate School
- contact details for staff involved in the running and management of our doctoral programmes
- guidance on meeting a range of situations that may arise during the supervisory relationship

## The Role of the Director of Studies

There is no single model of a successful supervisor. Like all relationships, the one between doctoral student and supervisor is unique. However, there are principles of good practice, and all supervisors and students work within a regulatory framework. The role descriptors for Directors of Studies and for second supervisors can be found in the appendix (page 18).

### *The Supervisory Team*

All research students are assigned a supervisory team that consists of a Director of Studies who will take the lead in the academic direction and administration of the project. The team will also include at least one, and sometimes two, second supervisors, who will be experts in an aspect of the research area and/or have wide supervisory experience. All supervisory teams must have the experience of supervising at least two completed research degrees between them.

The maximum number of students that a member of staff can supervise at any one time is 12 overall, with a limit of 6 as the Director of Studies.

The university WAM tariff for the supervision of doctoral researchers is 60 hours per student. These hours will be divided among supervisory team members based on their input into the project.

There is an expectation that supervisory teams will fulfil the following 3 roles (however, it is up to each supervisory team as to how these roles are divided among them):

1. Academic supervision of the doctoral research project and supporting the timely submission of the doctoral researcher's thesis (including Annual Progress Reviews, upgrade from MPhil to PhD at APR 2, and submission of the final thesis) – *this role should normally be carried out by the Director of Studies.*
2. Establishing (through an initial skills audit) and reviewing the doctoral researcher's training and development needs, being a champion of the DRDP, and signposting relevant development opportunities (see section on DRDP below).
3. Providing pastoral support to doctoral researchers and signposting to the appropriate University services.

### *Supervisory meetings*

All research students should have at least six supervisory meetings with their DoS each year if full time, and at least three if part time. These are the minimum requirements, and many students will meet their supervisors more often. Each student should have at least one full supervisory team meeting each year.

Keeping good records of these meetings on the VRE is vital for many reasons. It is helpful for supervisors and students to have a written record of their meetings, and it is useful for the supervisory team, the school coordinators, and the Graduate School to be able to assess and oversee progress via the supervision logs. Logs can be started by a supervisory team member or by the student. If a log is created by a student, then it will need to be confirmed and signed off by the supervisor, and vice versa.

The Graduate School will regularly audit the frequency of supervisory meetings, using the supervisory meetings recorded in the VRE, to ensure that this regulation is being met. Please also see Page 7-8, regarding the audit of Skills Assessment Forms.

The logs on the VRE include a button through which supervisors can record concerns about their student's progress. Concerns can be provoked by a whole range of issues - the student's health, their financial situation, their academic progress – and because of this, recording concerns should not be seen as disloyal or derogatory to the student. In many cases, supervisors express concerns in order to flag up difficult situations being experienced by students, and these records are very useful when the Graduate School makes decisions about, for example, applications for suspensions, MCs or extensions.

### ***Student Progression***

The Annual Progress Review (APR) is key to your student's development and progression. APRs 1 to 4 are a chance for students to gain useful feedback on their work and crucially the APRs ensure that students are writing and so developing their ideas right from the beginning of their registration.

For full-time students, APRs will be due each year on 1 May (for September starters) and 1 October (for January starters). This pattern is the same for part-time students, but the APRs are due every other year. If students suspend, their APR schedule is recalculated and may be different from this. The APR schedule for each student can be found by pressing the 'APR' button on their doctoral research project page in the VRE. Earlier deadlines for APRs can be requested (for example if the student makes particularly good progress) by using the 'Request Changes' button on the same page.

### ***Timely Submission***

As noted above, our submission rates are key for a number of institutional reasons, but timely submission is also important for students in order for them to feel confident in their progress. For full-time students, the maximum registration period is four years, and the expectation is that students will submit after around three and a half years. For part-time students, the maximum registration period is eight years. If students have not

submitted by their end of registration date and have not submitted an application for MCs or for an extension, they will be excluded.

If you see that students are experiencing issues which delay their progress at any point during their degree, the best thing to do is to encourage them to apply for a suspension as soon as possible. Extensions are available for students who experience unforeseen circumstances which delay their progress towards the end of their registration period. However, if a student has an extension approved, this will mean that when they do submit it will not be counted as a timely submission. This will of course negatively affect the university's overall timely submission rate. Extensions are very much a last resort (and are rarely approved), and all the other support structures and processes are in place in order to avoid them. MCs can be applied for if something unforeseen has prevented a student from meeting a deadline, such as an APR deadline or the deadline for thesis submission and can extend the deadline by up to two weeks, and in exceptional cases, for longer.

Application for MCs, suspensions and extensions must all be accompanied by appropriate evidence. If you have questions about these processes, contact your School Doctoral Coordinator.

## **Doctoral Researcher Development Programme (DRDP)**

The Graduate School is committed to the delivery of a programme which is student centred, inclusive and flexible, and which provides opportunities for engagement at all levels and enables the sharing of best practice. Furthermore, it has been designed to meet a baseline standard of quality which is externally benchmarked. Our programme is based on the [Vitae Researcher Development Framework](#). This means that our research students explore topics and issues identified nationally by practicing researchers, approaching them from a discipline-specific perspective and also considering research activity in a wider context.

Development of doctoral students' skills and competencies also happens as they progress with their independent research, through their interaction with their research community, in their research group, in their School, with their peers across the university and with the wider research community.

The professional relationship with their DoS and supervisory team plays a critical role in their development and we encourage all supervisors to engage with the University's development programme. Conversations with research students to support the identification of skills/training needs and planning for these will happen at the beginning of each academic year (September or January depending on the student's first point of registration), including the completion of the skills assessment form.

The Graduate School will audit the presence of the skills assessment form being uploaded to one supervisory meeting record in the VRE per year. For September intake

students, the skills assessment form should be uploaded to a record of a supervisory meeting that takes place before 30th November of that year, and for January intake students the skills assessment form should be uploaded to a record of a supervisory meeting that takes place by 28th February of that year.

The skills assessment form should also be uploaded to the VRE with the student's next APR submission.

More information about the programme, full workshop listings and descriptions, and useful information including the Skills Assessment Form are available on the [DRDP website](#). This process is supported by the platform Inkpath, where doctoral researchers can book DRDP workshops, plan and record their development activities. Doctoral researchers can be directed to the [Inkpath webapp](#) or to install and open the mobile app (Android & iOS)

The GS is always keen to hear from colleagues who wish to take part in the delivery of workshops. If you would like to find out more about workshops and opportunities to contribute, please do contact your School DRDP Coordinator or the University Doctoral Researcher Development Manager as appropriate. See the contacts list on the [DRDP website](#).

## Training and Development Opportunities for Supervisors

There are a range of developmental events and professional development opportunities available to supervisors.

### *University Certificate of Special Study in Developing Researchers: Doctoral Supervision and Academic Practice.*

Delivered by the Graduate School and the **Centre for Education, Teaching and Innovation (CETI)**, this module is open to all supervisors. It is mandatory for those new to supervision, and to those new to supervising doctoral researchers at the University of Westminster.

The module runs at least twice each academic year, and registrations can be done online: [CETI Registration Form](#).

### *Graduate School Supervisor Programme*

The Graduate School hosts two to three Supervisor Forums and a summer Symposium each academic year. These are open to all supervisors and staff planning to supervise. These events provide an opportunity for staff to network, share good practices, share their experiences, and explore a range of topics relevant to supervision with the University of Westminster and across the sector. Events often feature presentations



and workshops from external speakers. These events are published on the GS website [Supervisor Resources page](#), and invitations are circulated by email to current supervisors as well as the wider GS community.

The website also includes key documents like this one and a useful list of external resources and references.

### ***UKCGE Research Supervision Recognition Programme***

The Graduate School is a member of the UK Council for Graduate Education, which provides support and good practice across key areas, one of these being doctoral supervision. The [Research Supervision Recognition Programme](#) is an opportunity for supervisors to reflect on their supervisory practice in the context of the [UKCGE Good Supervisory Practice Framework](#).

Submissions are reviewed and the applicant receives comprehensive, constructive feedback on their account from UKCGE reviewers. Those who are successful will become UKCGE Recognised Research Supervisors. The GS supports up to 10 supervisors a year who wish to apply for this recognition scheme, by covering the submission fee. If you would like to be part of the scheme, please contact Lesley McDonagh ([l.mcdonagh@westminster.ac.uk](mailto:l.mcdonagh@westminster.ac.uk)).

### **Where to go for support**

Our research students represent a huge range of backgrounds and places of origin. The diversity of our student body is one of the many excellent things about it. This range means that many of our students have demands on their time and energies beyond their research work – as employees, as parents, as carers, and so on.

The Graduate School has in place several policies and processes to support students when anything occurs that may impact their ability to study. The regulations around applications for suspension, extensions and MCs are available in the Research Student Handbook 2020/21 which can be found at:

<https://www.westminster.ac.uk/research/graduate-school/academic-programme>

Below you will find information on and links to useful pages regarding issues that may arise for your students.

### ***Doctoral Tutor***

The Graduate School supports a doctoral tutor who offers pastoral support to all doctoral students. They have surgeries each week, both in person and online. The name and contact details of the doctoral tutor can be found [here](#).

## ***Disability***

The Graduate School works closely with [Disability Learning Support](#). If students have a disability or specific learning difficulty, they are strongly advised to register with Disability Learning Support as soon as possible after they begin their degree. Their needs will then be assessed to ensure that appropriate support is in place through reasonable adjustments.

If you feel that your student could benefit from an assessment by DLS, you can refer them by emailing DLS at [DLS@westminster.ac.uk](mailto:DLS@westminster.ac.uk). They will then contact the student, who will be able to decide for themselves whether they wish to take up this offer.

## ***Writing***

Writing is key in all doctoral work, in all disciplines, but it is something which many students find difficult at some point. If your students are struggling with writing, there are several ways of supporting them.

**The Centre for Education, Teaching and Innovation (CETI)** runs a tailored module entitled Academic English for Doctoral Researchers which runs twice a year. It is open to all students, whether home, or overseas. This comprises of seven taught sessions and one tutorial, see: <https://www.westminster.ac.uk/current-students/studies/study-skills-and-training/improving-your-written-and-spoken-skills>.

Further information about the module and the application process is provided on the [DRDP website](#) and the module contact is Richard Paterson: [r.paterson@westminster.ac.uk](mailto:r.paterson@westminster.ac.uk)

**The Academic Liaison and Learning Development Team** offers a range of services and events which help support students in learning and in writing, including writing cafes, postgraduate cafes and one to one. For more information on what they offer, see <https://www.westminster.ac.uk/current-students/studies/study-skills-and-training>

**The Graduate School** offers a series of workshops and surgeries – *Writing and Thriving* -- on all aspects of doctoral writing every week throughout the academic year. Information on these can be found **here**.

In 2024-25, the Graduate School will be offering Writing Retreats both on and off campus. A residential writing retreat takes place in December. Information about the application process is provided on the [DRDP website](#). Beyond the University, there are several platforms dedicated to giving writing support. Focusing specifically on writing, '[Shut up and Write](#)' runs in person and online writing groups that are usually structured around an hour of focused writing time, sharing writing goals, and achievements during the session. There are also a few X (formerly known as Twitter) hashtags that bring together resources specifically for doctoral students or for the wider academic community e.g., #AcWri #PhDChat.

There are several resources on the internet too which can guide students about academic writing. **The Writing Base** is a diagnostic tool designed to help academic writers think about various aspects of their writing practice (<http://writersdiet.com/base.php>).

### *International Students*

International students often have very particular challenges, from homesickness, to the unfamiliarity of a new educational system, to navigating social etiquette and the systems of public transport. There are a number of ways that international students can be supported.

Supervisor sensitivity is perhaps the most important of these, and it is good to take the initiative in making sure your students know they can come to you for help and advice.

**Student Advice** also offers various kinds of support for international students – see <https://www.westminster.ac.uk/current-students/support-and-services/student-advice>

**Visa issues** are often very stressful for international students. More information can be found here -- <https://www.westminster.ac.uk/international/visas-and-advice/visas>. The Visa compliance team can give advice on all aspects of visas (visacompliance@westminster.ac.uk).

**Drop-in surgeries** are run each week by [Counselling](#) for all students. Students can talk about any difficulties they may be experiencing and be helped to find appropriate information.

The times and places of the surgeries and advice for staff are listed on the [SharePoint](#) site.

## Support for Supervisors

### *University*

The Graduate School will be supporting supervisors in several ways through 2024/25 and the latest information is posted on the GS website at:

<https://www.westminster.ac.uk/research/graduate-school/resources-for-doctoral-supervisors>

The doctoral supervision module runs at least twice a year.

### *Outside the University*

#### *Vitae*

The GS is a member organization of [Vitae](https://www.vitae.ac.uk). This allows staff and doctoral researchers to access additional resources in the members' area of the Vitae website. To view the resources, you will need to log in with your university email address. The pages dedicated to doctoral research supervision are located here:

<https://www.vitae.ac.uk/doing-research/supervising-a-doctorate>

## The Graduate School

### *Governance*

The **Graduate School Board (GSB)** is made up as follows:

Ex officio members: Head of the Graduate School (chair); Deputy Head of the Graduate School (vice chair); nine representatives from the Colleges; two student representatives; PVC Research; Campus Registry Services Manager; Chair DRDP committee; Q&S representative; Head of Research and Knowledge Exchange Office.  
Co-opted: College Research Directors; Doctoral Researcher Development Manager, Graduate School Office Manager (secretary)

The **Research Degree Progression Committee (RDPC)** is made up as follows:

Head of the Graduate School, Assistant Head of the Graduate School, and the three doctoral coordinators, chosen from those who sit on GSB, one of whom acts as Chair.

The committee monitors progression, makes decisions on applications for suspensions, extensions, and MCs, and discusses regulatory changes before making recommendations to the GSB. This academic year the chair of RDPC is Sylvia Shaw.

**The Doctoral Research Development Programme (DRDP) Committee** is made up as follows:

Ex-officio members: DRDP School Co-ordinators, Doctoral Researcher Development Manager

GS Events Coordinator (Secretary), Head of the GS, Graduate School Manager.

Co-opted members: Doctoral Researcher Representative (maximum tenure 3 years)

The Committee is responsible for overseeing the delivery of the Doctoral Researcher Development Programme. This includes an annual review, ongoing review and enhancement of provision, particularly of the university level workshops, monitoring engagement, supporting Schools, promotion and administration matters and external engagement with the wider researcher development landscape.

## ***Community and Events***

### **Graduate School Assembly**

This is held twice a year. It is an opportunity for supervisors and students to come together to hear about recent developments in the Graduate School and to feed back their comments and questions. Dates will be circulated via email to all students and supervisors.

### **GS Festival**

The festival will comprise a range of interactive events and resources including the GS Three Minute Thesis (3MT) Competition. Dates and further details will be circulated by the Graduate School.

## **Opportunities for Doctoral Researchers**

**GER scholarships:** These are being offered for the sixth year running in 2024-25. Students can apply for up to £1000 to cover expenses associated with presenting papers at conferences and attending training events to develop research skills and methods. Funding is also available from this scheme for doctoral research student led conference organisation, and for specific skills training which is not provided through the

DRDP. For the most up to date information and the application form, see the [GS Website](#).

**The Geoffrey Petts Memorial Fund:** This offers funds to contribute to the costs of fieldwork. For the most up to date information and the application form, see the [GS Website](#).

## Useful Information

### *University*

You can find pdfs of both the **Regulations** and the **Research Degree Handbook** to download here <https://www.westminster.ac.uk/research/graduate-school/academic-programme>

**DRDP Information and the Skills Assessment Form are available on the website:**  
<http://blog.westminster.ac.uk/doctoralresearcherdevelopmentprogramme/>

### **Academic Integrity:**

The university ethics policy and code of good practice can be found here --  
<https://www.westminster.ac.uk/research/research-governance>

Links to guidance on **referencing** and **avoiding plagiarism** can be found on the Library website here -- <https://libguides.westminster.ac.uk/referencing>

### **Counselling:**

<https://www.westminster.ac.uk/current-students/support-and-services/counselling>

### **Disability:**

<https://www.westminster.ac.uk/current-students/support-and-services/disability-learning-support>

### *Outside the University*

#### **UKCGE:**

<http://www.ukcge.ac.uk/postgraduate-research-supervision-network.aspx>

You can find on the site a useful bibliography of work on supervision:  
<https://ukcge.ac.uk/resources/resource-library/the-research-supervisors-bibliography>

### **Some particularly useful books on research supervision are:**

Anne Lee, *Successful Research Supervision: Advising Students Doing Research*, London: Routledge, 2020.

Gina Wisker, *The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Theses and Dissertation*, 2<sup>nd</sup> edition, Basingstoke: Palgrave, 2012.

Stan Taylor, Margaret Kiley and Robin Humphrey, *A Handbook for Supervisors*, 2<sup>nd</sup> edition, London: Routledge, 2018.

### **Some books to recommend to students about doing a PhD and about academic writing are:**

Patrick Dunleavy, *Authoring a PhD: How to Plan, Write and Finish A Doctoral Thesis or Dissertation*, Basingstoke: Palgrave, 2003.

Umberto Eco, *How To Write a Thesis*, Boston, MA: MIT Press, 2015.

Helen Sword, *Stylish Academic Writing*, Cambridge, MA: Harvard University Press, 2012.

Helen Sword, *The Writer's Diet: A Guide to Fit Prose*, 2<sup>nd</sup> edition, Chicago: University of Chicago Press, 2016.

Helen Sword, *Air, Light, Space and Time: How Successful Academics Write*, Cambridge, MA: Harvard University Press, 2017.

Jerry Wellington, *Making Supervision Work for You: A Student's Guide*, London: Sage, 2010

## Key Staff

### *Graduate School*

**Head of the Graduate School:** [Dr Margherita Sprio](#)

**Deputy Head of the Graduate School:** [Dr Sylvia Shaw](#)

**GS Manager:** [Richard McCormack](#)

Richard is the Secretary to the Graduate School Board (GSB)

**Doctoral Researcher Development Manager:** [Dr Nicola Allett](#)

**Doctoral Student Administration Officer:** [Abi Aikins-Hawkson](#)

Abi is the Secretary to the Research Degree Progression Committee (RDPC)

**GS Events Coordinator:** [Lesley McDonagh](#)

Lesley is the University DRDP Coordinator and Secretary to the DRDP Committee

**GS Programme Administrator:** [Misbah Malik](#)

### *College Research Directors*

#### **College of Design, Creative and Digital Industries**

Gregory Sporton: [g.sporton@westminster.ac.uk](mailto:g.sporton@westminster.ac.uk)

#### **College of Liberal Arts and Sciences**

Miriam Dwek: [m.v.dwek@westminster.ac.uk](mailto:m.v.dwek@westminster.ac.uk)

#### **Westminster Business School**

Franz Buscha: [F.Buscha@westminster.ac.uk](mailto:F.Buscha@westminster.ac.uk)



### ***School PhD Coordinators***

#### **College of Design, Creative and Digital Industries**

School of Architecture and Cities: [Kate Jordan](#)

School of Arts: [Ozlem Koksai](#)

School of Computer Science and Engineering: [Aleka Psarrou](#)

School of Media and Communication: [Alessandro D'Arma](#)

#### **College of Liberal Arts and Sciences**

School of Humanities: [Sylvia Shaw](#)

School of Social Sciences: [Adam Eldridge](#)

School of Life Sciences: [Polly Hayes](#)

School of Law: [Ruth MacKenzie](#)

#### **Westminster Business School**

[Spinder Dhaliwal](#) is PhD Coordinator for all 4 Schools.

### ***School DRDP Coordinators***

Humanities: [Alison Hess](#)

Social Sciences and Law: [Andreas Philippopoulos-Mihalopoulos](#)

Life Sciences: [Polly Hayes](#)

Computer Science and Engineering: [Alexander Bolotov](#)

Arts: TBC

Architecture and Cities: [Constance Lau](#)

Media and Communication: [Ed Bracho-Polanco](#)

WBS: [Spinder Dhaliwal](#)

## APPENDIX

### The Westminster Doctoral Supervisor: Role Descriptors

The University's strategy, as set out in *Being Westminster 2018-23*, puts a 'vibrant body of PhD students' at the heart of its research aims and activities. Supervision is central to the vibrancy of the doctoral student body and to the experience of it for each individual student. The importance of supervision is recognised by the University through the continuation of it through research leave and sabbaticals and through the resources and support offered by the Graduate School in the training and development of supervisors. The descriptor below makes clear the serious responsibilities integral to the supervisory role and its expectations are based on the necessary accountability of all colleagues who take it up.

At Westminster all research students have a Director of Studies and at least one additional supervisor. The descriptor below sets out the expectations for each of these roles. The descriptions of the roles cannot be exhaustive, and both Directors of Studies and additional supervisors may be required to undertake other duties. Normally these will be broadly in line with the listed key responsibilities.

The maximum number of doctoral candidates that any academic colleague should be Director of Studies for at any one time is 6, and the maximum number of supervisory teams that a member of staff can be a member of at any one time is 12 (including no more than 6 as Director of Studies). The expectation is that all Readers and Professors are supervising at least one doctoral student at any time.

#### Director of Studies Role Descriptor

Directors of Studies are responsible for the support of research students in all aspects of their research.

They are the key point of contact and support for their research students. They do not necessarily have to fill every role in their support, but they should be able to accurately advise their research students and to direct them to the appropriate areas of the university where support can be found.

The key duties and responsibilities of the role are:

- To maintain regular contact with the research student and to respond to their communications in a timely manner. A response or holding communication should usually be sent within two working days.

- To ensure that an appropriate number of supervisions are conducted each year, including at least one meeting each year with the full supervisory team. The **minimum** number of supervisions are three per year for part-time students and six per year for full-time students.
- To maintain appropriate contact with second supervisors.
- To ensure compliance with all university policies and regulations, including the key policies and procedures relating to supervision and examination, risk assessments, research ethics, research integrity and open access. (The regulations for research degrees can be found [here](#).)
- To engage with research students at the beginning of each academic year (September or January) to discuss their training and development needs for the year and to complete with the student the skills assessment form. This will necessitate familiarity with all the training and development sessions offered as part of the Doctoral Researcher Development Programme (which can be found [here](#)).
- To ensure that the research student attends the training and development sessions selected on the skills assessment form.
- To ensure that research students are appropriately informed about all progression processes and milestones.
- To support students in Annual Progress Reviews and to provide timely feedback and timely engagement with related tasks on the VRE. The Graduate School commitment is that, following submission, a decision on all APRs will be reached within 8 weeks, and the bulk of this time is given to the work of the assessor.
- To ensure that between them and their research students supervision logs are completed in a timely and appropriately detailed way for each supervisory meeting.
- To request written work as appropriate, and to return such work with constructive criticism and within a reasonable time period, usually no longer than one month.
- To support research students in the planning and arrangements of activities associated with their research such as fieldwork or archive trips.
- To ensure that the student is made aware of inadequacy of progress or of standards of work below those generally expected, including by formally raising concerns in the supervision logs.

- To ensure progress such that the research student can submit within the registration period.
- To identify prospective external examiners.
- To complete the exam arrangements form at least 3 months before the planned submission of the thesis.
- To support the student in preparing for the final viva, such as through a mock viva.
- To be aware of arrangements for welfare and pastoral support and refer students where appropriate.
- To ensure that research students are appropriately informed in a timely manner about support for their wellbeing, such as through suspensions, MCs and RAFs.
- To encourage their research students to be actively engaged with the life of the research degree community at the university, and of the wider research community at school, disciplinary or Research Community level.
- To encourage research students to engage in research communities and networks beyond the university through, for example, giving papers at conferences and seminars.
- To ensure and encourage research students to fulfil the requirements of their funders and of any doctoral training centres that they are part of.
- To support the research student as appropriate in their post-doctoral plans.
- To maintain appropriate levels of skills, knowledge and expertise in order to fulfil these roles and responsibilities, for example through engagement with Graduate School forums, briefings and symposia.
- To continue the supervisory role through any research leave or sabbaticals.

In addition to the above roles and responsibilities, the following activities are encouraged as part of the relevant school's recruitment and admissions work.

- To actively engage in recruitment of research students through their own networks and research groups.
- To engage with potential research students before formal application, including providing advice and feedback on research proposals.

- To take part in the recruitment and selection of research degree students in collaboration with doctoral coordinators and admissions tutors.

### **Second Supervisor Role Descriptor**

The role of second supervisor is always to provide academic support alongside that of the Director of Studies. However, the role of the second supervisor varies according to the nature of the research student's research and the makeup of the supervisory team. It may be, for example, that the second supervisor is involved only in a particular aspect of the student's research. In cases of the extended absence of the Director of Studies, the second supervisor may take a more direct involvement and more academic responsibility for the student's progress. The roles of each member of the supervisory team should be discussed and agreed as part of the admissions process.

The key roles and responsibilities of the second supervisor are:

- To work closely with the Director of Studies and any other second supervisors to ensure the research student is supported and that they are making progress.
- To maintain contact with the research student as appropriate and to answer communications in a timely manner, usually within two working days.
- To take part in at least one meeting per year of the full supervisory team and the research student.
- To read and provide constructive feedback on written work in a timely manner, usually within the month.
- To maintain appropriate levels of skills, knowledge and expertise in order to fulfil these roles and responsibilities, for example through engagement with Graduate School forums, briefings and symposia.

